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ABSTRACT

This set of transparency masters provides information on a study of 52 adolescents with behavior disorders. The study assessed the value of teaching basic reading skills to at-risk 8th- to 10th-graders who were reading below the 4th grade level. Students were divided into three groups based on IQ level. The adolescents attended a foundation course that focused on letter-sound correspondences and included collaborative oral reading of novels to promote application of word-analysis skills. The second course promoted students' fluency in recognizing words and their meaning via software, games, and collaborative oral reading. Results indicate: (1) students achieved significant, accelerated growth over time on basic reading, vocabulary, and fluency skills; (2) on the fluency measure, all three IQ groups started out at about the same level and ended up at about the same level; (3) on the basic reading measure, all three IQ groups started out low and made about the same amount of growth; and (4) on the vocabulary measure, the three IQ groups started out at different levels and finished at different levels, with the rate of growth being about the same. Charts are provided detailing the oral reading fluency, basic reading, and vocabulary results of the different IQ groups. (CR)

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Teaching Basic Reading Skills to Adolescents With Behavioral Disorders

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Paper presented at the Council for Exceptional Children Annual Convention, April 10, 1997

EC 305677

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Objectives

The purpose of the study was to assess the value of teaching basic reading skills to at-risk 8th-10th graders reading below the 4th grade level.

The following questions guided our research:

1) How quickly can older adolescents acquire basic reading skills?

2) Do students of different IQ levels make the same rate of growth?

Participants

The students who participated in the study (n=52) were residents of Father Flanagan's Boys Home (better known as Boys Town) - a residential treatment facility for boys and girls who are socially and environmentally at-risk.

The students were:

- older adolescents with behavior disorders
- reading below the 4th grade level
- 25% female; 65% minority
- 1/3 Low IQ (80 or below)
  1/3 Mid IQ (81-89)
  1/3 High IQ (90 or above)

Intervention

The intervention consisted of 2 courses from the Boys Town Reading Curriculum:

Foundations of Reading

&

Adventures in Reading

Each course:

- is 18 weeks long (1 semester)
- meets for 45 minutes each day
- has 8 to 10 students per class
- consists of daily
  - ✓ computer activities
  - ✓ word games
  - ✓ oral reading

Description of Courses

Foundations of Reading

Below 4th

The most common letter-sound correspondences are taught & collaborative oral reading of novels is used to promote application of word-analysis skills.

Adventures in Reading

4th - 6th

Students' fluency in recognizing words & their meanings is promoted via software, games & collaborative oral reading.

Foundations

Students are taught a different rule each week.

Sample Rule: When 2 or more consonants stand between 2 vowels, divide between the consonants to say the word.

Sample Words:

hectic	insect	traffic
velvet	magnet	button
tendon	collect	

Novels are used to work on oral reading accuracy:

- *Canyons* - Gary Paulsen
- *A Family Apart* - Joan Lowery Nixon
- *Freedom Crossing* - Margaret Clark
- *Maniac Magee* - Jerry Spinelli
- *Toning the Sweep* - Angela Johnson

Adventures

Students are taught to recognize words & their meanings.

Sample Words:

accomplish	dread
complicate	vanish
cling	admire
seize	postpone
conceal	discourage

Novels are used to work on oral reading fluency:

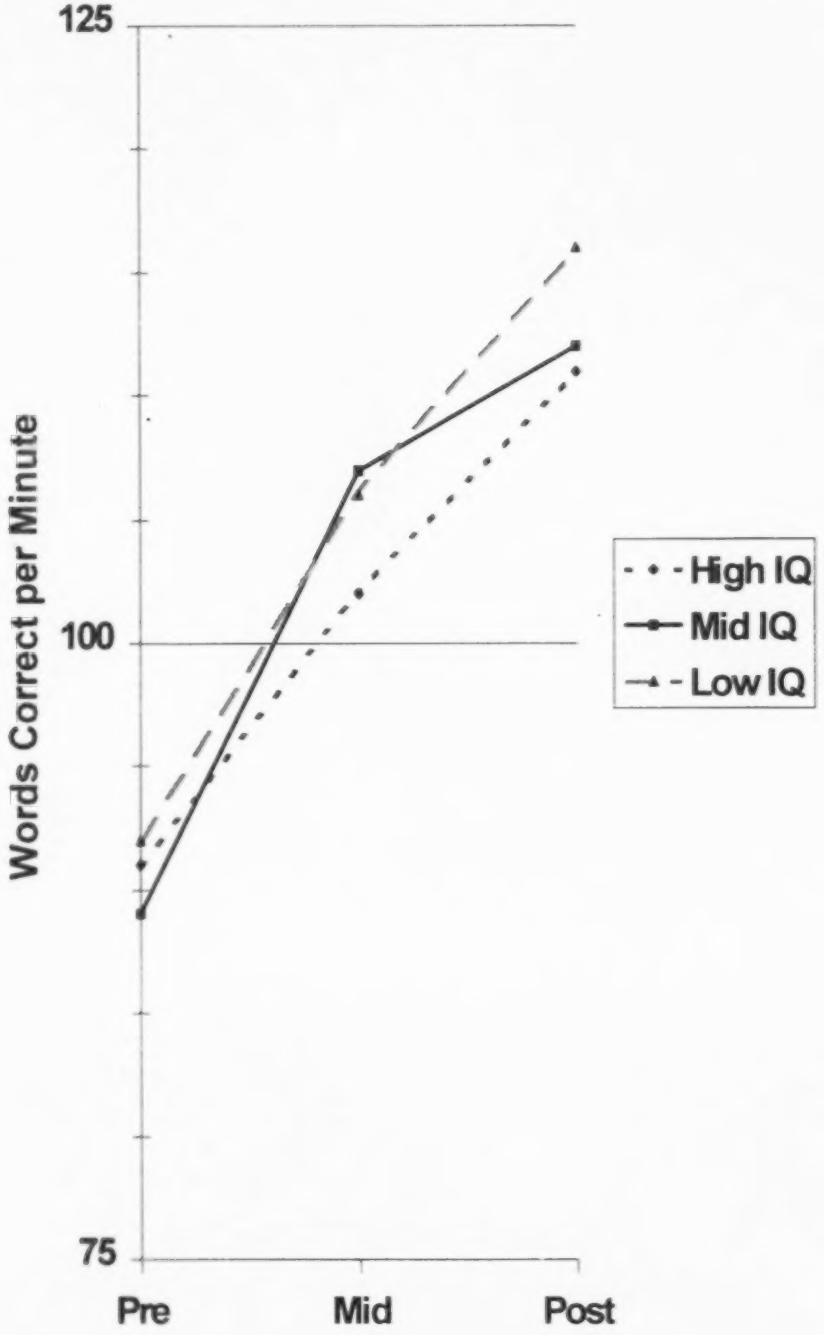
- *Children of the River* - Linda Crew
- *Flight #116 Is Down* - Caroline B. Cooney
- *Land of Hope* - Joan Lowery Nixon
- *The Shadow Brothers* - A.E. Cannon
- *Something Upstairs* - Avi

Assessment

Testing was conducted Pre-, Mid- and Post-Intervention, using the following measures:

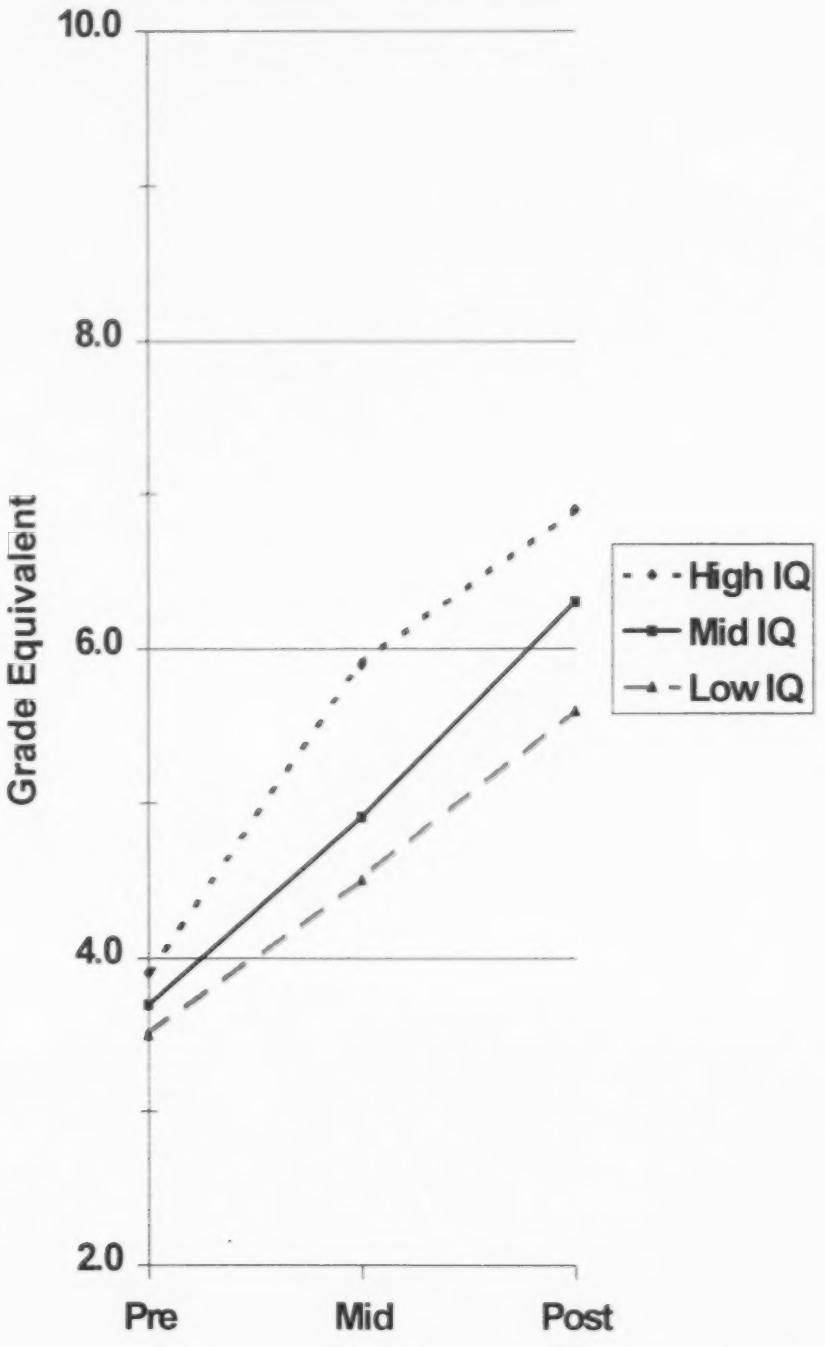
- Basic Reading subtest
  (*Woodcock-Johnson Psycho-Educational Battery-Revised*)
- Vocabulary subtest
  (*Woodcock-Johnson Psycho-Educational Battery-Revised*)
- Oral Reading Fluency
  (*Gray Oral Reading Test-Revised*)

Oral Reading Fluency Results



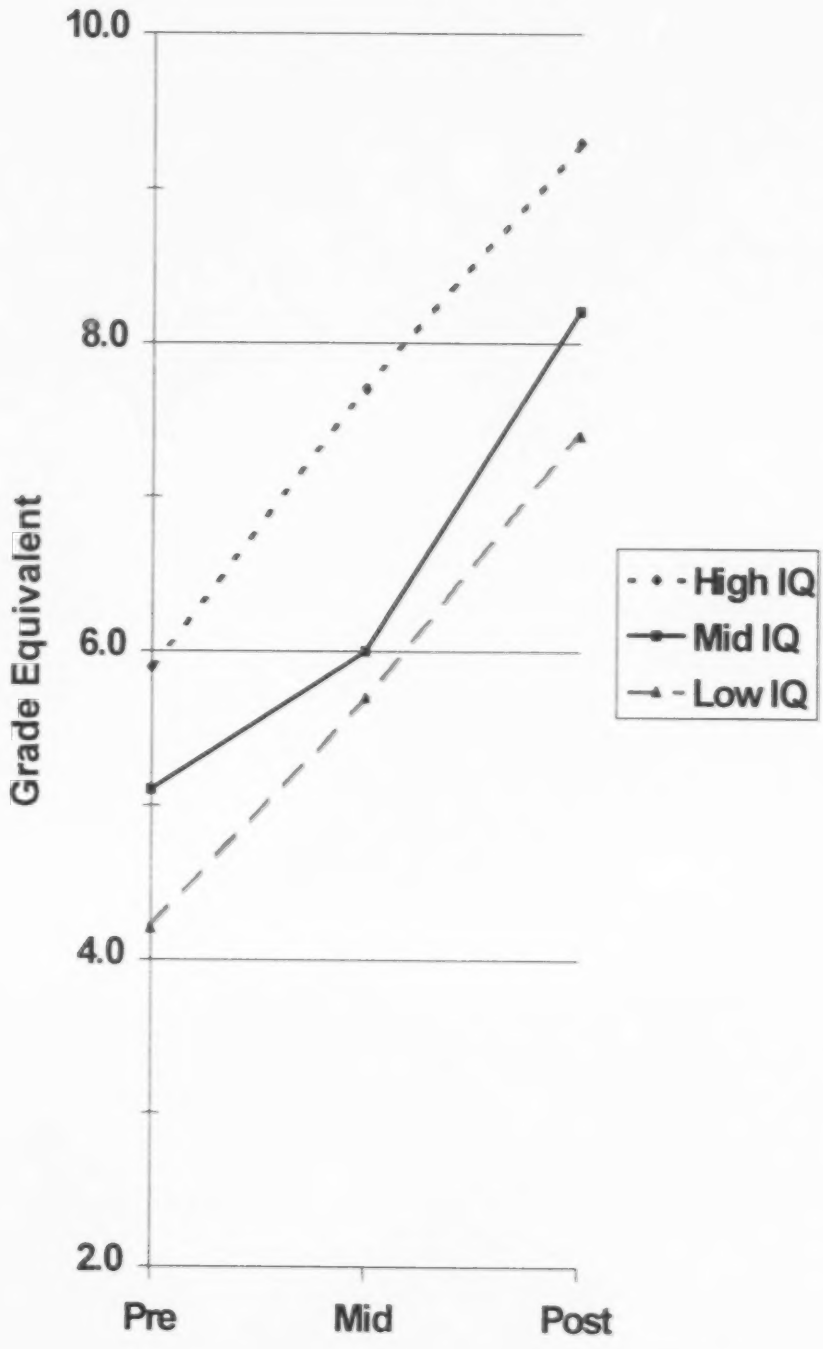
Passage (7th GL) from the *Gray Oral Reading Test-Revised*

Basic Reading Results



Subtest from the *Woodcock-Johnson Psycho-Educational Battery-Revised*

Vocabulary Results



Subtest from the *Woodcock-Johnson Psycho-Educational Battery-Revised*

Results

- Students achieved significant, accelerated growth over time ($p<.001$) on all measures (Basic Reading, Vocabulary, & Fluency).
- On the Fluency measure, all three IQ groups started out at about the same level (91 wcpm) and ended up at about the same level (113 wcpm).

Results

- On the Basic Reading measure, all three IQ groups started out low (below the 4th grade level) and made about the same amount of growth (5.6 - 6.9 grade levels).
- On the Vocabulary measure, the three IQ groups started out at different levels and finished at different levels; rate of growth was about the same for all three groups, however.

Conclusions

1) It is not too late for older adolescents to acquire basic reading skills. Students achieved accelerated growth in each of the fundamental reading skills measured.

2) Students of different IQ levels all benefited from the same kind of reading instruction. However, when students began at different levels they finished at different levels.